

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Marion Evenson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Nooksack Elementary School
(As it should appear in the official records)

School Mailing Address 3333 Breckenridge Rd.
(If address is P.O. Box, also include street address)

Everson WA 98247-9264
City State Zip Code+4 (9 digits total)

County Whatcom School Code Number* 4525

Telephone (360) 966-3321 Fax (360) 966-7512

Website/URL www.nooksackschools.org E-mail marion.evenson@nooksackschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Mark Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nooksack Valley School District Tel. (360) 988-4754

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Steve Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
 5 TOTAL
2. District Per Pupil Expenditure: \$8,860
 Average State Per Pupil Expenditure: \$9,333

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 7 Number of years the principal has been in her/his position at this school.
 NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	22	16	38		8			
1	28	18	46		9			
2	14	25	39		10			
3	28	20	48		11			
4	25	34	59		12			
5	24	23	47		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								277

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|-----------------------------------|
| _____ | 76% White |
| _____ | 2% Black or African American |
| _____ | 17% Hispanic or Latino |
| _____ | 1% Asian/Pacific Islander |
| _____ | 4% American Indian/Alaskan Native |
| _____ | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	296
(5)	Subtotal in row (3) divided by total in row (4)	0.1689
(6)	Amount in row (5) multiplied by 100	16.89

8. Limited English Proficient students in the school: 11 %
31 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Russian

9. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 134

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13%
37 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>19</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbance	<u>7</u> Developmentally HdC/Preschool

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>27</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	5%	7%	0%	6%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school and include a summary of the school's mission or vision in the statement.

The Nooksack community is situated in a beautiful, rural setting surrounded by farmland and is located north of Bellingham, Washington, adjacent to the Canadian border. Nooksack Elementary School serves 276 students in kindergarten through grade five. Our student population consists of a variety of ethnic and socio-economic backgrounds. Currently, 48 percent of our student population is eligible for free and reduced-priced meals and approximately 16 percent of our students are English Language Learners consisting primarily of Hispanic and Russian students.

Nooksack Elementary is a small, personalized school with caring and dedicated adults who are focused on student success and a school that is constantly looking for ways to improve. Classroom instruction is focused on reading, writing, math, and thinking skills that are integrated with the science and social studies curriculum. In our continuing efforts to improve instruction and learning, we pay careful attention to in-depth learning and higher levels of comprehension. All students benefit from our Art, Physical Education, and Music programs. Our staff accepts the responsibility for all students to achieve their highest potential while developing the skills to be life long learners.

Nooksack Elementary has become a community center for art, music, sports, club meetings, and family celebrations. Parents and community fundraisers have provided many important additions to our building and special programs for our students. Only a phone call is necessary to bring the support of civic organizations for any need at our school. Our community is proud of Nooksack Elementary School and our success can be attributed, in no small measure, to their support.

Our mission is to *Ensure the Success of All Students*. In our efforts to achieve this mission, we recognized that significant changes were essential in the very nature of the school experience for both students and teachers. Our school team gained trust and respect over time as we shared the responsibility for leadership and student achievement increased. For the past five years, the Nooksack Valley School District participated with the Bill & Melinda Gates Foundation to promote positive changes for improved student achievement. The Gates Foundation provided resources to fund training for administrators and teachers at Harvard and Stanford Universities and other specialized training institutes around the country. This training provided a vision of how schools and classrooms are organized and function for all students to achieve at high levels. The staff at Nooksack Elementary has focused on professional development that includes extensive collaboration for aligning curriculum with the assessments and identifying successful teaching strategies for the more intellectually demanding learning requirements. Changes in our beliefs about teaching and learning have resulted in more attention to each individual student's learning and have noticeably changed the instruction in our classrooms. We look forward to continued improvements in our shared vision that all students will meet the Washington State standards.

In the Fall of 2004, the Washington School Research Center from Seattle Pacific University released a study that examined why Nooksack Elementary School, along with schools in ten other Washington School Districts with similar demographic data, had a high percentage of fourth grade students reaching the state standards in reading, writing, and math. The resulting report, "From Compliance to Commitment," listed the following "*common characteristics of effectiveness in these ten school districts:*" 1) focusing on instruction, 2) using data to inform and assess, 3) aligning the system to support the efforts in the classroom, 4) narrowing the focus of the teaching and learning agenda, 5) ownership for student learning, 6) distributing leadership, 7) a collaborative organizational environment, 8) focusing on adult learning, 9) and trust and relationship building. It is our belief, which

is supported by the “From Compliance to Commitment” report that these efforts resulted in school improvement and higher state assessment scores.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school’s assessment results.

Washington Schools’ demographic data and assessment results are listed on the Washington Superintendent of Public Instruction web site: www.k12.wa.us. Nooksack Elementary School met all areas included in the Adequate Yearly Progress for the last two school years.

While the assessment information is important for monitoring progress and curriculum planning, the important meaning of the data allows us to maintain a school chart that lists all students not meeting the standards at each grade level. We direct our efforts toward individual students and ask ourselves, “What else will it take for success?” Individual learning plans are written collaboratively for these students and the principal, classroom teachers, and support personnel review these plans frequently to discuss progress and make adjustments. Powerful instruction and careful attention to individual needs have resulted in an increase of 25 percent in reading, 36 percent in writing, and 36 percent in mathematics of the students meeting the standards since the school opened seven years ago.

The Washington State Assessment System (WASL) focuses on the Essential Academic Learning Requirements (EALRs), which are Washington’s content standards, and provides broad achievement indicators for the state, districts, schools, and individual students. The WASL currently is comprised of a series of criterion-reference tests in reading, writing, and mathematics. The test includes multiple choice, short constructed response, and extended constructed response items. Performance standards for the assessments have been set by the state using an item mapping technique.

Nooksack Elementary fourth grade reading scores (WASL) for 2003-04 showed 94 percent of the students met the standard. Within that group, 70 percent of the students exceeded the state standard and no student was rated significantly below standard. The disaggregated data indicates the achievement gap for socio-economic status and ethnicity was reduced during the past three years. The fourth grade math scores (WASL) for 2003-04 showed 88 percent of the students met the state standard. Within that group, 77 percent of the students exceeded the standard and only two students rated as significantly below the standard. The fourth grade writing scores (WASL) showed 88 percent of the students met the state standard. Within that group, 76 percent of the students exceeded the standard and only two students rated as significantly below the standard.

The Iowa Tests of Basic Skills (ITBS) at grade three is the norm-referenced component of the statewide testing program. These measures assure that the state collects achievement information about the basic skills that provide the foundation for the application and problem-solving skills found in the state’s Essential Academic Learning Requirements. Trend data for third grade students has increased 18 points in National Percentile Rank for reading and increased 23 points in National Percentile Rank for mathematics since the 1998-1999 school year.

Nooksack Elementary’s third grade reading scores for 2003-04 showed students rated at the 65th national percentile in reading. Our students were reported to have 89 percent scoring in the average and high

stanines. Only 11 percent of the students scored in the low stanines as compared to the national norm of 23 percent. Third grade math scores for 2003-04 showed students rated at the 73rd national percentile in math. Our students were reported to have 48 percent scoring in the high stanines compared with 23 percent of the students nationally and only 13 percent of the students in the low stanines as compared to the national norm of 23 percent. Disaggregated data for the ITBS is not available.

2. Show how the school uses assessment data to understand and improve student and school performance.

Improving classroom-based assessment has been a building goal in our School Improvement Plan for the past three years. All staff members have participated in significant training on the six major components for assessment. First, good assessment practices begin with students having a clear understanding of the specific learning targets they are expected to meet. Second, throughout a unit of instruction, students engage in practice and risk-taking activities. The students use formative assessments as they receive specific feedback that will help them meet the learning targets. Formative assessments are assessments *for* learning. Third, teachers use a variety of high quality summative assessments with their students. Summative assessments are assessments *of* learning that has already occurred. Fourth, students set goals, reflect on their own learning, and communicate this understanding to others. Fifth, grades are based on ample evidence that accurately reflects a student's level of achievement in specific subjects, performances, products, or skills. Finally, students are recognized as being the primary users of assessment information and they regularly participate in communication about their achievement. This training has resulted in more differentiated instruction, increased student achievement, and a shift to students taking more responsibility for their own learning.

Each fall, Data Day is our staff's first opportunity to study the assessment results for all grade levels. The purpose of this session is to identify the students not meeting the standard and to review the assessment results for improvement of instruction. District curriculum committees also study assessment data to monitor student achievement and make program changes. Electronic retrieval systems are readily available for staff to access data information for program or student evaluation.

At the building level, assessment data is used to assign additional support personnel, to design appropriate instructional goals, and to provide continuous monitoring. When students need a formal evaluation, the longitudinal assessment data and classroom-based performance information are included in the report.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Parents and staff believe connections and collaborative efforts are vital for improved student achievement. This small town, rural setting allows for special connections with our students' parents, extended families, and friends by providing many opportunities to be involved with their child's education in the classroom, volunteer programs, or PTA sponsored events. Parent newsletters and other information are distributed weekly in the family envelope to each household. Interpreters translate newsletters, assist with conferences, and make family contacts.

Nooksack Elementary School uses the district's standards based report card to communicate student achievement three times a year. In addition, progress reports are sent home at mid-trimester for parent review. Student involved conferences are held in the fall with additional parent/teacher meetings for students requiring more frequent connections. Assignment notebooks and family envelopes are used consistently to communicate about daily learning activities. Our school web-site includes teacher e-mail addresses and daily parent/teacher contact is encouraged. Teachers use various daily notes or phone calls to reinforce parent/teacher/student reporting.

An annual Performance Report is available electronically and in written form for parents and community members. This report provides information such as demographics, assessment data, school mission statement, and other pertinent information about our school.

Nooksack Elementary School assessment information is published in the local newspapers, displayed prominently on a data wall in the foyer, listed on the Washington Superintendent of Public Instruction web-site: www.k12.wa.us, included on the Seattle Pacific University designed "Just for Kids" web-site: www.spu.edu.net, and recorded on the district sponsored data management system.

4. Describe how the school will share its successes with other schools.

Nooksack Elementary has hosted a number of site visits for other schools districts. Our staff developed visitor protocols in preparation for school visits and to give visiting schools an opportunity to request topics for discussion. During these visits, we highlight our professional development opportunities, assessment philosophy, and teaching partnerships. Our staff values these opportunities to share and collaborate with other schools because it benefits both parties.

In our efforts to share our learning with other educators, our teachers have presented on topics such as classroom based assessment and literacy at regional conferences and workshops. Teachers have also worked as consultants concerning topics related to school improvement. They have written articles for educational journals, newsletters, and curriculum documents. Nooksack teachers share within our school district through curriculum committees, grade level meetings and studio teacher sessions.

Nooksack Elementary has a teacher education partnership with Western Washington University. We consider this program mutually beneficial allowing our staff opportunities to examine their own teaching strategies while supporting teacher education students. A Western Washington University Education Professor is assigned to our building to provide follow-up classes and student evaluations.

At a recent Gates Foundation Meeting, the Nooksack Valley School District presented a case study about our district's schools. Participants from ten Washington school districts spent the afternoon reviewing the information about teaching and learning in our schools. We believe it is not only our professional responsibility to share valuable information with others, but it is the key to continued improvement for the Nooksack Valley Schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum and show how all students are engaged with significant content based on high standards.

Students, parents, and staff have gained confidence with improved assessment results. Our most significant change was in our expectation that ALL students could reach high standards. We realized it was difficult to reach the goals and getting there was very hard, but achievable work. Previously under-performing students are now challenged and helped to learn at higher levels regardless of their background or circumstance.

Washington State Goals and Essential Academic Learning Requirements provide common academic standards for all grade levels and guide our district-adopted curriculum in the subject areas.

Washington State Academic Goals:

- Acquire and use principles and concepts of equity, including the rights and responsibilities of self and others.
- Read with comprehension, produce quality writing, and communicate effectively and responsibly.
- Know and apply the core concepts and principles of health and fitness, mathematics, social studies, the sciences, and the arts.
- Think analytically, logically, and creatively. Integrate experience, knowledge, and understanding to form reasoned judgments and solve problems.
- Integrate core academic concepts and skills with life experiences; understand the importance of work and how personal performance, effort, and decisions directly affect career and educational opportunities.
- Utilize information technologies to communicate, acquire, promote and apply information to produce high quality products.
-

Washington State Essential Academic Learning Requirements

- Communication: Use listening and observation skills to gain understanding.
- Reading: Understand and use different skills and strategies to read.
Our students will read different materials for a variety of purposes and understand the meaning of what is read. Students will ultimately set goals and evaluate their progress to improve their reading.
- Writing: Write clearly and effectively using the traits of quality writing.
Students will write in a variety of forms for different audiences and purposes. They will understand and use the steps of the writing process to analyze and evaluate the effectiveness of their written work.
- Math: Understand and use number sense, probability and statistics, problem solving, mathematical reasoning, communication and connections to solve daily and life long problems.
- Science: Understand, observe, inquire, hypothesize, communicate, record and organize data.
- Social Studies: Will analyze and understand the history, civics, geography and economics of local community, state, national, and world cultures.
- Art: Understand and use elements, principles, techniques, function, style, presentation, individual development, problem solving, and communication through the visual and performing arts.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our selection of a balanced approach to reading instruction was the result of a three-year study of our collective thinking and actions about what are the best approaches for teaching reading. We reviewed a broad base of research and examined our own teaching practices to understand what children need and what teachers can do to meet student needs. The outcomes of this process were written in a comprehensive resource guide, “Core Understandings and Supporting Practices for Literacy”.

Our reading program includes four components that students need to become proficient readers. Students need 1) choice in what they are reading, 2) time to read independently every day, 3) a supportive community for sharing responses, and 4) responsibility for their own learning.

Nooksack teachers participated in extensive teacher training on Reader’s Workshop to become skilled at read-alouds, supported instruction during shared and guided reading, word study for teaching phonics skills, and independent reading for practicing skills and strategies. Teachers arrange their classroom environments to provide a large area for whole-group reading, and other settings for small-groups, partners, and independent work. They organize reading materials in classroom libraries that let students choose books at appropriate reading levels from a variety of genres. In the classrooms, a “sense of community” provides a supportive environment for sharing and promotes acceptance of diversity and individualism. Accountable talk and partner reads are other ways for students to practice communicating thinking and learning. Responding to the concern for in-depth learning and higher levels of comprehension, cognitive strategies were integrated into the reading program. Teachers encourage families to engage in a reading partnership through classroom based home reading programs.

On-going classroom based assessments and individual conferences are important for gathering the insights necessary to design effective personalized instruction. District grade level reading assessments are administered at designated intervals to report progress to students and parents.

3. Describe one other curriculum area of the school’s choice.

At Nooksack, we believe writing and reading are essential partners in a balanced literacy program. As in reading, we feel it is important for teachers to model writing by integrating writing throughout the school day in activities such as morning messages and daily news. Writing instruction is taught in a Writer’s Workshop model where teachers give a short mini-lesson and then send students off to write independently. Teachers hold conferences with individual students and give specific instructions to support the learning. While the conferences appear to be informal conversations, they are teaching interactions that are carefully designed to improve student writing. At the end of the writing period, students share their writing with a partner or the whole class. This share session provides an opportunity to model revision as part of the writing process. Cognitive strategies provide an important link between reading and writing by teaching thinking skills and monitoring for deeper understanding in literacy. Our efforts are always directed toward gradually shifting the responsibility for learning to the students so they become proficient and independent writers.

Students are encouraged to use a variety of genres, the six trait writing process, and daily journals to practice the skills that have been taught. Teachers also use whole group, small group, or individualized instruction to provide the right support for each student. Teachers assess progress and determine next steps for instruction by conferring with individual students and more formal writing assessments are administered three times a year. Assessment information and various writing samples are collected in student portfolios to show progress over time.

4. Describe the different instructional methods the school uses to improve student learning.

As a first step at Nooksack Elementary, we examined our assessment and demographic data to identify

common characteristics among students not meeting the standards. We studied the life experiences and conditions that research showed were associated with student achievement. Through this study, we came to believe that the rigor of the curriculum was important to all students and it was crucial to extend this instruction to those who were struggling to succeed. In addition, we identified and initiated the following efforts to improve the learning environment for students identified as being in the achievement gap.

A large percentage of our students attend the district Center for Children and Families prior to entering our school. The Center serves special education and disadvantaged students from birth to kindergarten. The Head Start Program is also part of the Center and serves at large number of pre-school students.

The District Barriers to Learning Task Force identified resources and skills to increase the capacity of the family, community, and school to respond to student needs. Our home-school coordinator and counseling programs set a climate for reaching out to students, encouraging their attendance, and helping them view themselves as successful learners. Health, physical, social-emotional, and other barriers are seen as something that can be accommodated.

Everyone at our school, including office staff, cooks, custodians, and teaching staff, must be committed to mentoring and supporting the academic and social development of all students. High expectations are translated to students as, “No excuses -- You can succeed, even though you’ve never done anything this hard before.” All adults in the building take responsibility for encouraging every student to raise their personal aspirations so they have “pictures of hope in their heads” and look to their future with promise.

Special programs are available to serve students with special needs such as English Language Learners, Title I, Special Education, and other Remedial Programs. An extended day program provides academic support after school, enrichment activities, and club meetings. Extended year programs are provided during the summer.

Nooksack Elementary recognizes the importance of providing diverse opportunities for all learners through special programs such as Math Olympiad, sports activities, Young Authors, drama, dance, and music events.

Our school recognizes the need for active parent participation and positive interaction between students, parents, and teachers. A Spanish speaking interpreter hosts monthly family literacy events, translates newsletters, and assists with conferences and family contacts. Parent newsletters and other information are distributed weekly in the family envelope to each household. Refurbished surplus computers are loaned to eligible families giving those students access to computers in the home. These activities enable the school community to have a connection with our families and accomplish the task of supporting “whatever it takes” for our students to be successful.

5. Describe the school’s professional development program and its impact on improving student achievement.

The Nooksack Elementary staff is a professional learning community focused on classroom instruction as the most important factor in student learning. Each staff member shares responsibility for adult and student learning which creates a positive and cooperative school culture. Our staff analyzes student achievement data and program evaluation information to align our school goals for improving instruction with specific professional development plans. Teachers are leaders in the building and at the district level during curriculum meetings and staff trainings using demonstration labs, reporting on conferences, and teaching college classes on site.

All teachers attend summer and mid-year institutes that are focused on major professional development

goals. Collaboration sessions, led by subject area coaches, are held throughout the year to demonstrate teaching strategies and also provide coaching support while teachers are practicing new methods. We use videotaped lessons and a common protocol for teachers to self evaluate with the assistance of a coach, teaching partner, or administrator.

Books, videos, and professional journals were selected for group learning in study groups. Eleven early release sessions were scheduled throughout the school year to allow time for district grade level meetings, building discussions about relevant topics, and building collaboration sessions. Teacher leaders are responsible for planning agendas and follow-up reports.

Self-selected teaching partnerships have common planning times for coordinating their lessons, looking at student work, and discussing strengths and needs of individual students. Collaboration also includes co-teaching and observing each other to help improve teaching. Weekly staff meetings focus on teaching and learning, with “nuts and bolts” topics provided in writing.

Staff members were involved in developing Teaching and Leading Standards for our school district. These documents are used in a new evaluation process that focuses on plans for instructional improvement and are aligned with district and building professional development goals.

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade 4
 Test: Washington Assessment of Student Learning

Edition/Publication Year: Revised Annually
 Publisher: Riverside Publishing

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES	94	83	68	73	75
% At or above Level 1 Below Standard	100	100	100	100	100
% At or above Level 2 Approaching Standard	100	96	100	98	100
% At or above Level 3 Meeting Standard	96	82	68	73	76
% At or above Level 4 Exceeding Standard	70	46	38	24	22
Number of students tested	47	57	60	63	50
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. <u>Socio-economic Status</u>		*			
% At or above Level 1 Below Standard	100	N/A	100	N/A	N/A
% At or above Level 2 Approaching Standard	100	N/A	100	N/A	N/A
% At or above Level 3 Meeting Standard	96	N/A	18	N/A	N/A
% At or above Level 4 Exceeding Standard	62	N/A	9	N/A	N/A
Number of students tested	27		11	<10	<10
2. <u>Ethnicity (Asian, Black, Hispanic, Native Amer)</u>					
% At or above Level 1 Below Standard	100	N/A	100	100	100
% At or above Level 2 Approaching Standard	100	N/A	92	93	77
% At or above Level 3 Meeting Standard	91	N/A	38	53	54
% At or above Level 4 Exceeding Standard	64	N/A	31	7	0
Number of students tested	11	7<10	13	15	1
STATE SCORES	74	67	66	66	66
% At or above Level 1 Below Standard	100	100	100	100	100
% At or above Level 2 Approaching Standard	95	94	95	95	95
% At or above Level 3 Meeting Standard	75	66	66	66	65
% At or above Level 4 Exceeding Standard	28	24	27	22	22

*The socio-economic status scores for 2002-2003 were computed based on being schoolwide Title I. For all other years the subgroup was identified based on free and reduced lunches.

Subject: Mathematics Grade: 4
 Test: Washington Assessment of Student Learning

Edition/Publication Year: Revised Annually
 Publisher: Riverside Publishing

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES	88	72	59	61	70
% At or above Level 1 Below Standard	100	100	100	100	100
% At or above Level 2 Approaching Standard	96	91	85	87	88
% At or above Level 3 Meeting Standard	90	72	59	61	73
% At or above Level 4 Exceeding Standard	77	60	33	39	27
Number of students tested	48	57	61	62	51
Percent of total students tested	98	100	100	100	96
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. <u>Socio-economic Status</u>		*			
% At or above Level 1 Below Standard	100	N/A	100	N/A	N/A
% At or above Level 2 Approaching Standard	96	N/A	73	N/A	N/A
% At or above Level 3 Meeting Standard	85	N/A	27	N/A	N/A
% At or above Level 4 Exceeding Standard	70	N/A	0	N/A	N/A
Number of students tested	27		11	<10	<10
2. <u>Ethnicity (Asian, Black, Hispanic, Native Amer)</u>					
% At or above Level 1 Below Standard	100	N/A	100	100	100
% At or above Level 2 Approaching Standard	91	N/A	77	73	69
% At or above Level 3 Meeting Standard	64	N/A	54	27	38
% At or above Level 4 Exceeding Standard	55	N/A	8	13	8
Number of students tested	11	7<10	13	15	13
STATE SCORES	60	55	52	43	40
% At or above Level 1 Below Standard	100	100	100	100	100
% At or above Level 2 Approaching Standard	84	81	80	73	69
% At or above Level 3 Meeting Standard	60	56	52	43	41
% At or above Level 4 Exceeding Standard	32	27	25	20	19

*The socio-economic status scores for 2002-2003 were computed based on being schoolwide Title I. For all other years the subgroup was identified based on free and reduced lunches.

Subject: Reading Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: 1996

Publisher: Riverside Publishing

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	65	56	55	58	59
Number of students tested	56	42	52	58	59
Percent of total students tested	98	98	93	98	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	2<10	0<10	0<10	0<10	0<10
2. Black	1<10	0<10	0<10	0<10	0<10
3. Hispanic	4<10	9<10	6<10	9<10	9<10
4. Native American	1<10	2<10	0<10	1<10	3<10

Subject: Mathematics Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: 1996

Publisher: Riverside Publishing

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	73	85	71	75	69
Number of students tested	56	42	55	58	59
Percent of total students tested	98	98	98	98	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	2<10	0<10	0<10	0<10	0<10
2. Black	1<10	0<10	0<10	0<10	0<10
3. Hispanic	4<10	9<10	6<10	9<10	9<10
4. Native American	1<10	2<10	0<10	1<10	3<10